

**STATE OF NEW JERSEY
DEPARTMENT OF HUMAN SERVICES
DIVISION OF YOUTH & FAMILY SERVICES
EWING RESIDENTIAL TREATMENT CENTER**

CLINICAL PSYCHOLOGY INTERNSHIP

TRAINING PROGRAM

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2002

EWING RESIDENTIAL TREATMENT CENTER
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PROGRAM OVERVIEW AND GOALS

The Clinical Department of Ewing Residential Treatment Center (ERTC), in cooperation with the New Jersey Department of Human Services and its affiliated psychiatric hospitals and training sites, offers two full-time (1750 hours) internship positions in Clinical Psychology. The program is based upon the American Psychological Association's (APA) guidelines for Internships and has participated in the Association of Postdoctoral Psychology and Internship Centers (APPIC) matching system for the past two years as a provisional member. The program obtained full APPIC certification in the Spring 2002. Internship matching will continue via APPIC for all applications submitted to the facility (See Policy and Procedure section for application requirements and process.) Administrative and financial support for the Internship Training Program comes from two primary sources: (1) the Chief Executive Officer at ERTC and (2) the administrative offices of the New Jersey Department of Human Services and Division of Youth and Family Services. As more funding becomes available, the program plans to increase the number of internship positions available to students to become eligible for full APA accreditation. Requests for non-paid internship positions are currently being considered on a case-by-case basis. The program is supervised intensively by the Clinical Director, who is a licensed doctoral level psychologist. The Center's residents provide a broad spectrum of psychopathological and demographic backgrounds. Various theoretical orientations and treatment modalities are introduced in the context of individualized plans of training for each intern. The individual intern's training needs are assessed on a continuing basis through direct observation, clinical supervision, and input from the interns.

The primary goal of the internship is to develop a broad base of clinical skills and to expand previously acquired competencies of its interns.

The main objectives are:

1. To train doctoral and pre-doctoral level psychology students to conduct both traditional and culturally sensitive psychological activities, including research, with an adolescent population.
2. To promote interns' growth as competent psychotherapists, psycho-diagnosticians and multi-disciplinary team members.
3. To develop interns' ethical and cultural sensitivities as part of sound professional practice.
4. To develop and refine abilities to provide effective psychological treatment for individuals manifesting persistent behavioral and family problems.

The objectives of the internship program are achieved through the integration of clinical, didactic, and supervisory experiences pertinent to the unique clinical training needs of each intern. Attending seminars and colloquia at the Trenton Psychiatric Hospital and Central Office also enhances the interns' clinical understanding and skill development.

TRAINING SITE

During the course of the year, interns are assigned to two supervisors onsite at ERTC and various programs, based on the intern's experiences and current training needs. Assignment to psychiatric or other similar residential treatment centers, hospitals or social agencies outside of an intern's primary placement can be arranged to broaden the diversity of the training experience. Interns are expected to spend one full day per week at one of our outpatient or specialized training sites.

At ERTC, interns are provided with ample office space and furnishings, as well as necessary testing equipment and supplies. Computer equipment and software for scoring and interpretation of numerous psychological tests are available. While these resources are available to all psychology staff, they are most extensively utilized by interns. Audio-visual equipment may be easily obtained from the on-site school and a one way mirrored room for intern training is available at the Mercer District Office. (an outpatient placement for the interns.) ERTC interns also have access to the State Library in Trenton, which includes free and reduced fee literature searches. Lastly, financial, clerical, and other administrative supports are provided for application procedures, site visit arrangements and the overall maintenance of standards required by APPIC.

CONTENT OF TRAINING

Interns are involved in full-time intensive training for 12 months (1750 hours). Interns are always under close supervision when involved in clinical activities at their internship facility or any other clinical facility affiliated with the program. The workweek consists of four days of clinical experience/training at the Department's core facility and one day of voluntary/discretionary out service training, which must be approved by the intern's Training Director. A full day, at least twice a month, is spent in a centralized program of seminars and colloquia.

The Center's Internship Training Program has six primary components: supervision, psychological assessment, psychotherapy, professional role development, educational experiences and outpatient clinical experiences.

1. SUPERVISION

Development of a positive professional identity through identification with talented and professional role models is a significant aspect of our program. The internship program at the Center espouses a mentoring model, whereby each intern is assigned a primary supervisor at the outpatient clinic, who maintains a close relationship with the intern

throughout the year and makes available a multitude of learning experiences by sharing his/her daily roles and responsibilities. In addition to their more traditional role as psycho diagnosticians, the center's psychologists act as skilled facilitators in psycho-educational groups, as planners of innovative programming efforts, and as integral treatment team members. The center's psychologists also participate in the Cottage Community Meetings and provide valuable assistance to the staff working with the residents. The psychologists at ERTC provide invaluable and ongoing consultation services to members of the Education, Behavior Modification, and Recreational departments. During the training experience, interns have the opportunity to provide some of these services themselves, at which point on the spot supervision is provided for the purpose of support, feedback and professional growth. Intern supervisors may spend at least one and one half hours weekly in individual supervision with interns.

Opportunities for group supervision are also available to our interns in that they are encouraged to participate in the yearlong Group Therapy Seminar and the Dissociative Disorder Study Group at Trenton Psychiatric Hospital with colleagues from surrounding internship-training programs affiliated with the N.J. Department of Human Services Psychology Internship Program.

2. PSYCHOLOGICAL ASSESSMENT

Currently, the Center does not require Psychological testing to be performed on residents, however, an arrangement has been made through the DYFS' District Office in Mercer County and Central Region's Offices to provide such services to interns. During the year, interns gain or improve skills in the administration, scoring and interpretation of major projective and objective assessment instruments such as the Rorschach, TAT, CAT, MMPI, House-Tree-Person Test, Bender-Gestalt test, Beck Depression Inventory, the WISC-III and WAIS III. Interns meet with their diagnostic supervisor a minimum of one and a half-hours per week. In addition to being taught how to select tests to answer referral questions, interns learn to use the diagnostic categories of the DMS-IV, develop clinical interviewing skills, and make specific treatment recommendations.

3. PSYCHOTHERAPY

The internship psychotherapy experience is designed to provide a comprehensive and an intensive understanding of the resident's multifaceted adjustment problems. The therapeutic approach is eclectic, focusing on the psycho-dynamics of personality and character development, the development of resident - therapist relations, the impact of individual psychopathology on the family and social systems in which the individual will be residing, and finally, the interaction between culture and the individual. Each intern is observed doing individual and group psychotherapy. For each intern, a training plan is developed in remedial areas of weakness and the plan promotes growth as a psychotherapist. All interns will become experienced in individual, group and family therapy. The range of behavioral, emotional, and substance abuse problems is moderate to severe.

Among the groups offered at ERTC are groups for anger management, conflict resolution, social skills training, and readiness for discharge, smoking cessation, and the treatment of adolescent sex offenders. Additional required experiences for these interns include individualized training opportunities in the treatment of alcohol and substance abuse, the management of sexual offenders and the delivery of mental health services in a school setting.

Supervisors employ monitoring of taped sessions, written feedback, case discussion, didactic instruction, role-playing, and discussion of assigned readings to foster theoretical understanding and technical competence. Screening of new residents and the management of residents in crisis provide unique opportunities for interns to gain exposure to a variety of clinical problems that frequently require immediate decisions. These include referral to other agencies, inpatient hospitalizations and referral for medication. All interns actively participate in these screening and intake functions, initially with assistance, and later on, after they have gained experience, independently.

ERTC also offers interns consulting opportunities with an occupational therapist, pediatrician, pastoral counselor and a student council. By virtue of their treatment experiences, interns gain exposure to different theoretical points of view and learn how to work with members of other disciplines.

4. PROFESSIONAL ROLE DEVELOPMENT

During the initial stages of training, the interns will focus on sharpening basic clinical skills in psychological assessment, intervention techniques including crisis intervention, individual and group psychotherapy, program planning, etc. Interns are challenged to develop a wide repertoire of clinical skills with a variety of clients. Active participation in interdisciplinary team meetings, consultation, in-service activities, program development and assessment, and community outreach are all essential goals of the training year.

5. EDUCATIONAL EXPERIENCES

To supplement their clinical experiences, interns attend the colloquium program offered by the Department of Human Services (see Department of Human Service brochure). Each intern will be required to present either a diagnostic battery or therapy case in Central Office Colloquium. Interns also participate in a variety of didactic and experiential programs held at the Trenton Psychiatric Hospital and the Division of Youth and Family Service throughout the year. The monthly psychology department meetings, and intern in-service training programs are examples of opportunities for enhancement of professional growth at ERTC.

The interns are required to submit monthly experience reports to the Chief of Psychological Services, describing their educational experiences during the previous month. In order to meet the requirements for a certificate of completion from the N.J. Department of Human Services- Psychology Internship Program, interns must also

submit a final written paper describing a case study, or a clinical research project, approved by the Chief of Psychological Services.

6. OUTPATIENT/ SPECIALIZED SITE CLINICAL EXPERIENCE

Each intern spends one full day at one of the affiliated outpatient (or specialized) sites. The intern spends one day per week at this site for the duration of the year. Assignment to the outpatient/ specialized setting is designed to bring a greater diversity to intern experiences by exposing interns to other patient populations in addition to inpatient residents. These experiences also provide opportunities for interns to become familiar with alternate settings in which psychological services and family therapy are delivered. The director of training, who has ongoing communications with supervisors and the University representative, decides where to assign the intern, and is responsible for monitoring the intern's performance and satisfaction at this alternate site.

POLICIES REGULATING THE INTERNSHIP PROGRAM□

ERTC and the Internship Training Program are state run programs, which follow all legislative and internal policies and guidelines related to Equal Opportunity and Affirmative Action in hiring and retention of interns. The internship program strictly follows and makes available to all interested parties formal written policies and procedures including those that apply to intern selection, practicum and academic preparation requirements, administrative and financial assistance, intern performance evaluation, feedback, advisement, retention and termination of employee, the state sexual harassment policy, and due process and grievance procedure for interns and training staff.

1. INTERN-STAFF RELATIONS

Recognition of the rights of interns and staff to be treated with mutual courtesy and respect is built into the internship at ERTC in several ways. While supervisors and the Director of Training have ultimate responsibility for the structure and content of training, interns have significant input into determining major components of their own training experiences. While a hierarchical structure is inherent to the internship-training model, interns are provided much opportunity to make decisions about their training. Consistent with our training philosophy, they are treated as trainees, who provide valuable services to our residents, but are also provided with several hours of supervision and education weekly. While they provide important services, they receive substantial supervision, and carry a reasonable caseload. Intern preferences regarding their training are honored whenever possible. Interns have a voice in determining the content of their Training Plans. They also have many informal and several formal ways to make an impact on the internship, and to articulate their opinions. Supervisors also have multiple opportunities to make an impact on interns' learning and clinical development in ways that reflect respect, trust and fulfillment of a collegial relationship. One way in which collegial

□ These policies and procedures are derived from and comply with those set forth by APPIC and the New Jersey Department of Human Services-Psychology Internship Program. The Clinical Psychology Internship Program at ERTC is a participating member in both of these organizations

interaction has occurred is through inclusion of interns in Specialized Groups at ERTC and via other professional organizational activities. For example, Anger Management, Social Skills and Conflict Resolution Groups are run by the psychology supervisors and the interns act as co-therapists. Interns also participate in ERTC's Clinical Staff Organization Annual Conference and present papers at its annual conference. Interactions with interns are guided by, and conducted in accordance with the APA Ethical Principles, as well as a set of internship policies that regulate important aspects of the internship program.

2. CHIEF OF PSYCHOLOGICAL SERVICES AND TRAINING COMMITTEE

The Chief of Psychological Services is responsible for the overall administration and quality of the psychology internship program. He/she organizes the centralized Colloquium Programs and meets regularly with the Training Committee.

- A. The Training Committee is composed of Directors of Psychology Training (or appointed representatives) from each of the training facilities, and the Chief of Psychological Services who chairs the Committee.
- B. The Training Committee regulates the policies and procedures of the Psychology Internship Program.
- C. All members of the Training Committee have one vote each.
- D. Through regularly scheduled meetings, the Training committee engages in periodic self-study to ensure the relevance of the Program's training philosophy, objectives, and procedures.

3. INTERNSHIP FACILITY REQUIREMENT

- A. A training facility must agree to and abide by the policies formulated by the Training Committee and the Chief Psychological Services.
- B. A training facility must permit each intern to attend the required activities of the centralized colloquia.
- C. The Training Committee periodically reviews the training offered at each facility.
- D. All interns shall work within the usual hours of the assigned facility. Any exception shall be approved by the Chief of Psychological Services before going into effect. A qualified supervisor must be available to the intern at the placement facility during any and all working hours.
- A. An internship facility can be dropped from the Training Program if it fails to maintain the standards of the program. Such action would only be taken

after adequate notice has been given and sufficient time for corrective measures has elapsed. Before dropping a facility from the program the Chief should first seek the advice and counsel of the Training Committee before final action is taken.

4. APPRAISAL OF FACILITY FOR PURPOSE OF TRAINING

- A. Adequate office space and a reference library must be provided.
- B. Appropriate psychological test materials must be readily accessible.
- C. In order to evaluate the appropriateness of the facility for training, a site visit will be made by the Chief of Psychological Services at least yearly.
- D. The Training Committee will judge the fitness of any facility and designated supervisor to provide psychological training.
- E. A letter of administrative support from a proposed training placement must be received before approval can be granted.

5. APPLICATION PROCEDURES FOR THE PSYCHOLOGY INTERNSHIP PROGRAM

- A. Applications may be obtained directly from the APPIC Internet website.
- B. The application materials consist of a completed APPIC application form, official university transcripts, and three letters of recommendation (including the endorsement of the Director of Training of the applicant's university or professional school program)
- C. Selected candidates will be interviewed following a review of their application materials. Those screening potential applicants follow the Department's policies of equal employment opportunity and affirmative action.
- D. Interns are ranked based on interview results and the overall review of the application materials.
- E. Internship site participates in APPIC's Internship Matching Program. for eligible candidates.

6. REQUIREMENTS FOR ADMISSION

- A. Pre-doctoral Candidates

- a. An applicant must have completed a master's degree within an accredited psychology program, and must be enrolled in a doctoral program in clinical, counseling or school psychology.
- b. An applicant must have successfully completed graduate coursework in areas of individual intelligence testing (with practicum), projective techniques (with practicum), abnormal psychology, personality theory, and psychotherapy/counseling theory (with practicum). Courses in the areas of research and statistical analysis are also required.
- c. The applicant must present supervised practicum experience of at least 500 hours.

B. Post- Doctoral Candidates (Changing Specialties)

Post-Doctoral applicants who are attempting to change their specialty to qualify in an applied area of psychology must be certified by a director of graduate professional training as having participated in an organized program in which the equivalent of pre-internship preparation (didactic and field experience) has been acquired.

7. SUPERVISION REQUIREMENTS

- B. Each intern must receive a minimum of three hours of individual supervision per week. This supervision entails face-to-face discussion of clinical issues with the intern.
- C. Primary supervisors of interns must have a doctoral degree in Psychology, be licensed in New Jersey and receive the recommendation of his/her Director of Psychology.
- D. A supervisor of interns must meet all necessary and minimum requirements as established by the Training Committee, including the successful completion of the supervisory training seminars conducted by the Chief of Psychological Services.
- E. The supervisor must submit to the Director of Training a projected training Plan for each intern assigned to him/her within six weeks of the beginning of each rotation. This plan is developed in cooperation with the intern after the supervisor has carefully assessed the intern's basic clinical skills.

8. PROGRESS EVALUATIONS

Written evaluations of the intern are made at six-month intervals by the supervisors and copies are submitted to the facility's Director of Training and the Chief of Psychological

Services. Similarly, all interns are required to submit an evaluation of their placement and supervision experiences at the midpoint and end of the internship year.

9. PROFESSIONAL CODE OF CONDUCT

Interns are held to the Ethical Principles of Psychologist and Code of Conduct, established by the American Psychological Association. These principles were established effective December 1, 1992.

10. EXCUSED OR EXCLUDED INTERNS

- A. At the discretion of the Training Committee, an intern can be excused from the program for maternity leave, severe illness (physical or emotional) or for other legitimate reasons. Interns can be excluded from the internship program for professional misconduct, excessive absences, incompetence, or violating ethical standards.
- B. The University Training Director should receive periodic feedback regarding the intern's progress and, in the case of unsatisfactory performance of an intern, should be invited to a conference with the intern's supervisors before final action by the Training Committee.
- C. Upon written request, the intern to be excluded from the program will be given a hearing by the Training Committee and/or its designee within three working days of exclusion. The intern can present further appeal to the entire Training Committee.
- D. In such instances, program officials will follow procedures in compliance with the policies of the Department of Human Services.

11. DUE PROCESS RIGHT OF INTERNS

To establish interns' expectations for performance in therapy and assessment, supervisors evaluate interns' skills at the beginning of the internship and at six-month intervals thereafter. The supervisor's evaluation of interns' skill deficits and training needs gets translated into goals and training priorities written into the Training Plan. It is a collaborative process, which requires the supervisor and the intern to discuss the interns' training needs. Specific training deficits, needs, or problems are addressed by setting specific goals to remediate weaknesses or problems, and to develop new strengths. Goals are put into writing on the Training Plan. At the end of the year, supervisors complete an Intern Evaluation form for each intern. Interns receive feedback about their progress in achieving goals as stated in the Training Program through discussion and written feedback on the Evaluation form. The written evaluation also includes description of any particular corrective action taken, and the extent to which that action was or was not successful.

Interns will also be provided with the following procedural framework to protect their right to due process during the resolution of significant conflicts that might arise during the internship year:

2. The issue should be brought to the attention of the Director of Internship Training who will then meet

3. The Director of Psychology or immediate supervisor or immediate supervisor of Director of Internship

4. The issue is brought to the attention of the Chief of Psychology Services, and when appropriate, the intern's University Director of Internship Training. All relevant parties participate in efforts to facilitate a

5. The issue is brought to the attention of the Training Committee for final resolution.

12. THE INTERNSHIP CERTIFICATE

- A. The Internship Training Program awards a certificate of completion to interns bearing the name of Ewing Residential Treatment Center.
- B. An intern will also qualify to receive a certificate from the N.J. Department of Human Services at the conclusion of his or her internship program upon satisfactory completion of the following requirements:
 - The intern shall have participated in the program for twelve months (1750 hours) or, under unusual circumstances, its equivalent, with the prior approval of the Training Committee.
 - The intern must have satisfactorily completed all the program and training requirements including: seminar presentations, monthly experience reports, placements evaluations, written project or case study, etc.

The Training Committee has the final approval in the granting of certificates, and may recommend an extension of the internship when it seems warranted. Their decision is based upon periodic evaluations from supervisors and the recommendation of the placement Director of Training.

Please Direct All Requests for Additional Information and/or Application Materials to:

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Revised 2002